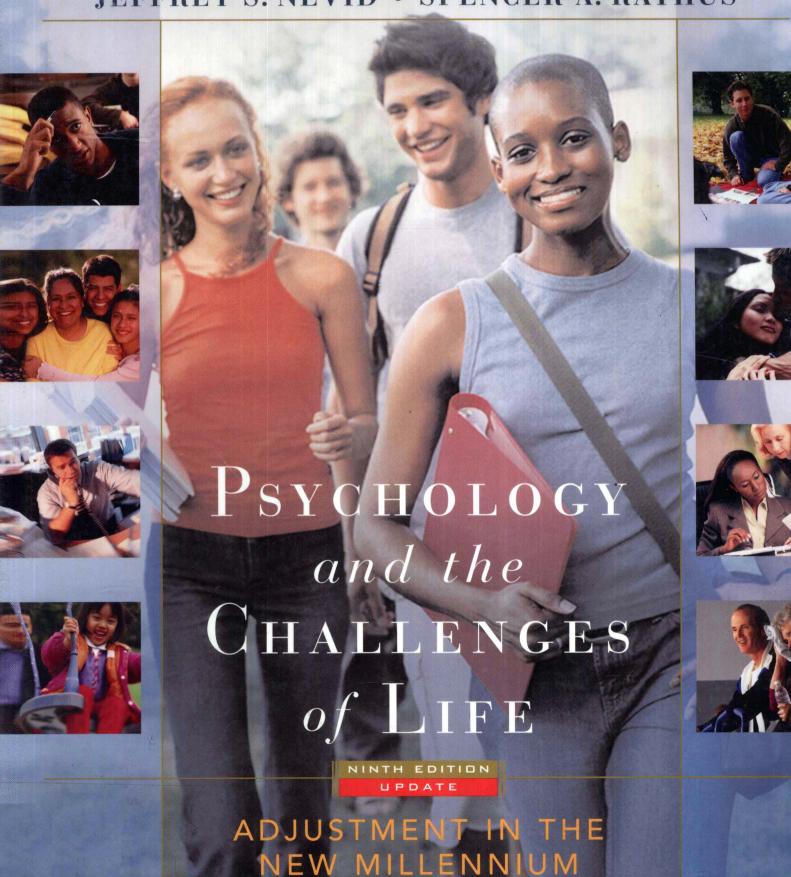
VALUE EDITION WITH NEW SELF-ASSESSMENTS

JEFFREY S. NEVID • SPENCER A. RATHUS



Psychology and the Challenges of Life



Adjustment in the New Millennium

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Preface

arlier users of *Psychology and the Challenges of Life* will see that the text has undergone some major changes. But they will also find that the features that have resonated with instructors and students over the course of eight editions remain very much intact. We remain committed to our overriding goals of portraying the rigorous academic discipline of psychology in the context of contemporary research in the field, to adopt a writing style that is both accessible and engaging to students, and to offer students valuable suggestions based on psychological knowledge to help them meet the challenges of life.

The ninth edition of *Psychology and the Challenges of Life* seeks to accomplish these goals through achieving certain clear objectives:

- To communicate the true scientific nature of psychology through coverage of research methods, review of classic studies in psychology, and comprehensive coverage of research in the new millennia (more than 750) references to research studies appearing since the year 2000);
- To apply psychological theory and research to help readers solve problems and reach their unique potentials;
- To reflect the importance of human diversity in our lives today;
- To provide a comprehensive pedagogical package that stimulates learning and memory;
- To motivate students through the abundant use of humor and personal anecdotes; and
- To present abstract, complex concepts in energetic, accessible prose.

Psychological theory and research now encompass aspects of our daily lives that range from doing well in college to adjustment in the workplace, from weight control to safe(r) sex in the age of AIDS, from figuring out what to say in social encounters to the quests for values and personal identity. We also address issues that reflect our uncertain times, such as recognizing warning signs of trauma-related stress and talking to your kids about terrorist attacks.

With these issues and others, we report the pertinent psychological theory and research. We then show readers how to apply this information to their own lives.

WHAT'S NEW IN THIS EDITION

The first change a reader familiar with our text may notice is the change in the order of authorship. We understand if long-term users of the text continue to refer to it as Rathus and Nevid. But as lead author, Jeff Nevid brings his own pedagogical approach he developed in writing other successful texts in the field. The most obvious change is the adoption of a modular format. But there is more. We more clearly distinguish between our two major features. The *Adjustment in the New Millennium* feature focuses on challenges we face in adjusting to the world today. The *Adjustment and Modern Life* feature is now the chapter-closing module that helps students see how psychological knowledge can be applied in their daily lives.

NEW Chapter Format and Organization

Introducing the Modular Format, a Learning Style Suited to Today's Busy Students

The textbook must be a tool for learning. We try to never lose sight of the fact that we are teachers, whether we are standing in front of a class or sitting at a computer screen and writing a textbook. As teachers, we face the challenge of assisting students in acquiring and retaining knowledge to help them succeed in today's learning environment.

We teachers are challenged as never before. Our students are changing, and we must develop new ways of meeting the challenges we face in the classroom and in preparing today's textbooks. Today we find increasing numbers of returning students, nontraditional students, and students needing to balance family, work, and academic responsibilities.

To help students balance their many responsibilities, we have organized the text in a modular format that breaks down lengthy chapters into smaller, individualized study units. Rather than digest a whole chapter at a time, students can nibble on individual modules.

The modular approach helps students organize their study time by presenting information in more manageable units of instruction. Each module is a self-contained study unit that begins with a set of survey questions and ends with a review section in which students can test their knowledge of key concepts before moving ahead.

Streamlining the Chapter Organization

Previous users will notice that we've reduced the number of chapters from 16 to 15. We appreciate the feedback from adopters and reviewers that a 15-chapter format works better for them within a standard semester. But we can assure our readers that nothing of key importance to the psychology of adjustment has been cut. We have rearranged some content to fit within a 15-chapter format and have relied upon careful editing to avoid redundancy to keep the chapters within a manageable length. The major change has been to move much of the material on child-rearing into the chapter on adult development.

Our users and reviewers have told us that they like to cover issues relating to stress at an early point in the semester. We agree that coping with stress is a central theme in the psychology of adjustment and have moved our coverage of this material to an earlier position in the book than in previous editions.

NEW — Integrated Study Method

The SQ4R Study Method: Survey, Question, Read, Reflect, Recite, and Review

Developed originally by educational psychologist Francis Robinson, the SQ3R is based on five key elements: survey, question, read, recite, and review. Many textbook authors use variations of the SQ3R method and for good reason: It enhances learning by encouraging students to adopt a more active role in the learning process. We incorporate the traditional the SQ3R method but add an important fourth "R" reflect.

- 1. Survey and Question. Each chapter opens with a numbered listing of the modules contained in the chapter. This helps students survey the material to be covered and how it is organized in the chapter. Each module begins with a set of survey questions that highlight the important learning objectives in the module. These survey questions also serve as advance organizers for studying that students can use to test themselves on their knowledge of the material.
- 2. Read. The writing style in this text was carefully developed to be clear, accessible and engaging. We want to hold the reader's interest, since if students lose interest, they are less likely to learn the material. One way we engage the reader is to

- address them directly and encourage them to evaluate how the material in the chapter relates to their own experiences.
- 3. Reflect. Students learn more effectively when they reflect (the second "R" in the SQ4R study method) on what they are learning. Psychologists who study learning and memory refer to reflection on subject matter as elaborative rehearsal. One way of reflecting on a subject is to relate it to things they already know about, whether it be academic material or events in their own lives. Reflecting makes the material meaningful and easier to remember. It also makes it more likely that students will be able to apply the information to their own lives. Through effective reflection, students can embed material firmly in their memory so that rote repetition is unnecessary.

The "Reflect" inserts in each chapter encourage students to reflect on how the material relates to their personal experiences. They also encourage deeper elaboration by posing questions that challenge students not merely to reflect, but to more deeply examine their attitudes and beliefs, explain their points of view, and answer thought-provoking questions.

4. Recite and Review. At the end of each module is a review section that is structured in a fill-in-the-blanks style. This style of review challenges students to recite their knowledge of key concepts, rather than merely recognize the correct answer within a multiple-choice format. Recitation is further emphasized in the "Recite Recite Recite" summaries at the end of each chapter. Here, students can recite their answers to the survey questions and then compare their own answers with the sample answers given in the text.

NEW—Student-Oriented Features

Think About It

We encourage students to go beyond review and recitation by posing thought-provoking questions in the "Think About It" section in each module review. Here are some examples:

- · Do you tend to explain other people's behavior in terms of their traits? How about your own behavior?
- How do factors like high self-efficacy expectations, control, and humor help us adjust to stress?
- Why is it incorrect to say that our health is just a matter of luck or genes?
- How is self-esteem developed? What advice would you give new parents about helping their children acquire self-esteem?
- If you were to advise college officials on ways of reducing prejudice and foster tolerance on your campus, what steps would you suggest?
- Explain why we tend to hold others accountable for their misdeeds but excuse ourselves for the bad things we do?
- How do cognitive therapists conceptualize the role of cognitions (thoughts and beliefs) in the development of emotional disorders?
- "How do I love thee? Let me count the ways," wrote the 19th-century poet Elizabeth Barrett Browning (1806-1861). Based on conceptualizations of love in modern psychology, how would you interpret what Browning was saying?
- It has been said that in human sexuality, "Biology is not destiny." What does that mean to you?
- What evidence would you use to argue against the proposition that people should face mandatory retirement because of age-related declines in mental abilities?
- What kinds of workplace stressors do workers create for themselves?

Try This Out

This new feature engages students by inviting them to apply concepts discussed in the text to their own lives. Examples include the following:

- · Modifying Type A Behavior
- Examining Your Self-Concept
- Countering Persuasive Sales Tactics
- · Get That Date!
- · Tips for Managing Your Time
- · Coping with Menstrual Discomfort
- Making Exercise A Part of Your Lifestyle
- To Sleep, Perchance to Dream
- Taking It Off and Keeping It Off—Weight, That Is
- Values Clarification—What Is Important to You?

"Did You Know That" Chapter Openers

We begin each chapter with a set of "Did You Know That . . ." questions. The questions stimulate interest in the chapter material and encourage students to read further. These questions help debunk common misconceptions, raise student awareness about important psychological and social issues, and draw their attention to recent research findings. Page numbers are provided so that students can quickly find the relevant information in the body of the chapter. Here is a sampling of these chapter openers:

Did You Know That . . .

- Women were once not permitted to attend college in the United States?
- You may have heard of the Big Ten athletic conference. Your personality may be made up of the "Big Five"?
- Going on vacation is stressful?
- Exercise can help relieve feelings of depression?
- People from China are more likely to fault themselves when they fail than people from the United States or Canada?
- Coloring your hair purple or wearing rings through you nose may be a way of conforming to a social norm?
- If the breakup of a recent romance has led you to have trouble concentrating on your schoolwork, you may have a diagnosable psychological disorder?
- Lying around in a reclining chair and fantasizing can be an effective way of confronting your fears? (Really)
- Gender-role stereotypes can be harmful to your health?
- "Birds of a feather" most certainly do flock together when it comes to interpersonal attraction?
- Many people today seeking partners go from "texting" to "webcam" dates before actually meeting in person?
- Both men's and women's bodies produce the male sex hormone testosterone?
- The rate of teenage pregnancy has declined in recent years?
- Strangers comprise a small minority of perpetrators of child sexual abuse?
- Job satisfaction may depend more on the qualities you bring to the job than on the job itself?

NEW — Integrated Coverage of Human Diversity

The profession of psychology is committed to the dignity of the individual, and we cannot understand individuals without reference to the richness of human diversity. People differ not only as individuals, but also in terms of their culture, gender, age, sexual orientation, and other factors. As psychology students we cannot hope to understand the behavior and mental processes of people without reference to their diversity.

The text explores and celebrates the rich variety of adjustment issues found throughout the world and among diverse ethnic groups within the United States. The United States alone is a nation of hundreds of different ethnic and religious groups. This diversity extends to the global village of nearly 200 nations and to those nation's own distinctive subcultures

Material on diversity is now integrated directly in the chapter itself, rather than separated off in boxed features. Separating off material on diversity may give the mistaken impression that diversity is not part of mainstream psychology. We believe that diversity is part and parcel of modern psychology and should be integrated within the general discussion in the text. We want students to consider how issues of diversity relating to culture, ethnicity, values, and lifestyle shape our adjustment to the world around us. By focusing on issues of diversity, students come to better understand not only how people differ but also how they are alike in many respects.

Revised Feature: Adjustment in the New Millennium

The Adjustment in the New Millennium feature is now interspersed throughout the text, rather than placed it at the end of each chapter. We have also revamped the feature so that it more specifically focuses on cutting edge research, contemporary issues, and challenges of adjustment that we face in life in the new millennium. Here is a sampling:

- Who We Are Today, Who We Will Be Tomorrow (Ch. 1)
- Thinking Critically When Surfing Online (Ch. 1)
- Just How Much Acculturation Is Enough? (Ch. 2)
- Warning Signs of Trauma-Related Stress (Ch. 3)
- "Fight or Flight" or "Tend and Befriend"? Gender Differences in Response to Stress (Ch. 4)
- Ecstasy: The Latest "Rave"? (Ch. 5)
- The ELM Model of Persuasion: You Take the Low Road, I'll Take the High Road (Ch. 7)
- Internet Counseling: Psychological Help May Be Only a Few Mouse Clicks Away (Ch. 9)
- "Don't Ask, Don't Tell, Don't Harass"—Not Clear as a Bell (Ch. 11)
- Matches Made in (Cyber) Heaven (Ch. 12)
- Dating Again (Ch. 12)
- Cybersex Addiction"—A New Millennium Adjustment Problem (Ch. 13)
- How to Talk To Your Children about Terrorist Attacks (Ch. 14)
- Careers for the New Millennium: What's Hot, What's Not (Ch. 15)

Revised Feature: Adjustment and Modern Life

The Adjustment and Modern Life feature is now the capstone module in each chapter. This module helps students see how psychological knowledge discussed in the chapter can be applied to modem life. We believe that the psychology of adjustment course should help students appreciate the applications of psychology to our daily lives. Here is a listing of these modules:

- Chapter 1: Becoming a Successful Student
- **Understanding Yourself** Chapter 2:
- Chapter 3: Managing Stress
- Becoming an Active Health Consumer Chapter 4:
- Finding Healthful Alternatives to Harmful Substances Chapter 5:
- Chapter 6: **Enhancing Self-Esteem**
- Becoming an Assertive Person (Winning Respect and Influencing Chapter 7: People)

Chapter 8: Preventing Suicide

Chapter 9: Coping with Emotional Responses to Stress: Anxiety, Anger,

Depression

Chapter 10: Coping with the Costs of Gender Polarization

Chapter 11: Coping with Loneliness Chapter 12: Making Relationships Work

Chapter 13: Preventing HIV/ADS and Other Sexually Transmitted Diseases

Chapter 14: Successful Aging

Chapter 15: Finding a Career That Fits

Revised Feature: A Closer Look

Closer Look boxed features provide profiles of fascinating individuals from the history of psychology and from contemporary psychology. For example, we discuss the challenges faced by such figures as Sigmund Freud, B. F. Skinner, Erik Erikson, Carl Rogers, and Aaron Beck. We also bring diversity into focus by exposing students to contemporary psychologists whose lives and professional interests reflect issues of ethnic and sexual diversity, including Beverly Greene, Jayne Thomas, Sandra Bem and Rafael Javier—all in their own words.

Updating

We continue to mine the data fields of psychology to make the text as up-to-date and comprehensive as possible. Psychology is a fast-moving target to capture at any moment in time, and we do our best to weave the classic studies in the field with the latest work by leading psychologists throughout the world. Yet in doing so we try to present the material in a succinct and readable form that is accessible to the average student.

PEDAGOGICAL AIDS AND FEATURES

Most students who take the psychology of adjustment course are first- and second-year students. Many of them have not had an introductory course in psychology. For others, the psychology of adjustment is the introductory course in psychology. We include the following pedagogical aids and features to foster learning and to underscore the relevance of psychology to everyday life.

The SQ4R Study Method

The text makes full use of the SQ4R study method, as we discussed earlier. The chapter introduction and survey questions at the start of each module introduce the student to the material they will be reading. We then encourage reflection, recitation, and review to help students master and retain the information they read.

Running Glossary

Key terms are defined in the margins, at the points where they occur in the text. Research shows that many students do not make use of a glossary at the back of a book. Moreover, ready access to glossary items permits students to maintain their concentration on the flow of material in the chapter. Students need not flip back and forth between different sections of the book to decode the vocabulary.

Key terms are boldfaced the first time they appear in the chapter, to signal students that definitions are available.

Self-Assessments

Self-Assessment features stimulate interest by involving students more deeply in the subject matter, and also help students evaluate where they stand in relation to the issues raised in the text. For example, when we discuss the Type A behavior pattern, we provide an opportunity for students to examine their own behavior to see if it fits the Type A profile. When we discuss sources of stress in daily life, we provide an inventory that students can take to assess the stress levels in their own lives.

We now provide answer keys directly at the end of each chapter to make it more convenient for students to evaluate their responses. Each chapter contains at least one Self-Assessment:

Chapter	1:	Dare You Say What You Think? The Social-Desirability Scale
Chanton	2.	Will You Be a Hit or a Miss? The Expectancy for Success Scal

Chapter	2:	Will You Be a Hit or a Miss? The Expectancy for Success Scale
CI.	2.	Ham Much are Von Strassed?

Chapter 3:	How Much are You Stressed?
	Are You Type A or Type B?
	The Locus of Control Scale
	Assessing Your "LOT" in Life: The Life Orientation Test

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Chapter	4:	Are You Heart Smart?
		Assessing Your Personal Risk of Cancer

Are You an Active or a Passive Health Care Consumer?

Chapter 5: Check Your Physical Activity and Heart Disease IQ Are You Getting Your Z's?

How Do You Know If You are "Hooked"? Why Do You Smoke?

Chapter 6: How Satisfied Are You with Your Body?

Chapter 7: The Rathus Assertiveness Schedule: Do You Speak Your Mind or Do You Hold Back?

Chapter 8: Do Your Own Thoughts Put You Down in the Dumps? Are You Making Yourself Miserable? The Irrational-Beliefs Chapter 9: **Ouestionnaire**

Chapter 10: Are You a "Chesty" Male or a "Fluffy" Female? The ANDRO Scale Has Cupid Shot His Arrow into Your Heart? Sternberg's Triangular Chapter 11: Love Scale

Chapter 12: Do You Endorse a Traditional or a Liberal Marital Role?

Warning Signs of Cybersex Addiction Chapter 13: Cultural Myths That Create a Climate That Supports Rape The AIDS Awareness Inventory

The Sensation-Seeking Scale Chapter 14: Should You Have a Child? What Are Your Attitudes Toward Aging?

How Do You Feel about Your Work? The Job Satisfaction Index Chapter 15: What's Your Career Type? Attend the Job Fair and Find Out!

THE ANCILLARIES

Instructor's Supplements

The Instructor's Manual, Test Bank, Computerized Test Bank, and PowerPoint files will all be available on one convenient Instructor's Resource CD-ROM, as well as online at www.wiley.com/college/nevid.

Student's Supplements

The Self-Scoring Study Guide and Student Activities Manual is a great student resource. This guide contains chapter outlines, learning objectives, key term exercises, tear-out activities and questionnaires, chronological chapter reviews and sample testing.

The *Psychology and the Challenges of Life* student website features exciting study aids such as on-line quizzing, critical thinking essays, chapter summaries, and vocabulary flash cards. Visit the website at www.wiley.com/college/nevid.

The Instructor's Manual, Test Bank, and other resources are also available online at www.wiley.com/college/nevid.

ACKNOWLEDGMENTS

This book is now in its ninth edition, but it feels as fresh to us as it did when we first put pen to paper. (For the first edition, there was no such thing as a personal computer.) In no small measure, the feeling of freshness reflects our relationship with a new publisher, John Wiley and Sons, Inc. We have been warmly embraced by the Wiley publishing family and have been impressed with their vitality, commitment, and professionalism. We are indebted to our editor, Tim Vertovec, who believed in this project and helped us find our bearings and keep us on course. We are also indebted to the many other professionals who have given life to our work—specifically, Ryan Flahive, Valerie Vargas, Kate Stewart, Sara Wight, Harry Nolan, and Ingrao Associates.

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